

William H. Sadlier, Inc.

**eBook Progress in Mathematics Grade 3**

Digital Format

Teacher Edition
Essential Items
Ancillary Items
Free with Purchase items

ISBN

**9780821583234**

Contract Price

\$57.00

Grade

3

TYPE

E1

Copyright

2009

Author

Posamentier et al

Edition

First

Content

Mathematics

Readability

3

Accessibility

Nimas

Research

www.sadlier-oxford.  
com

Evaluation Tool for Basal Instructional Materials  
Mathematics (2009 – 2015)

Provided by the Publisher	ISBN 9780821583234		Publisher - William H. Sadlier, Inc.	
	<b>eBook Progress in Mathematics Grade 3</b>			
	Type - P1	Author - Posamentier et al		
	Copyright - 2009	Edition - First	Readability - 3	
	Course - Mathematics		Grade(s) - 3	
Teacher Edition ISBN if applicable ..... 9780821582138				

**Overall Recommendation:**

**Recommended as BASAL**

**Overall Strengths, Weaknesses, Comments:**

if this box is not checked, the evaluators have  
chosen NOT recommend as basal

**Skill based program with little real-world application. Entire student edition is on CD which allows students to type in the page number. Differentiation is attempted by the publisher, but is limited. Materials are organized; however, there are few materials available with the program. Overall, correlates moderately with the Core Content and POS.**

NIMAC Accessibility N  
Ancillary Yes  
Free with Purchase Yes  
Research Yes [www.sadlier-oxford.com](http://www.sadlier-oxford.com)

Digital Format

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations Moderate Evidence**

Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 5 Big Ideas of mathematics to the following extent:**

- |  |                   |
|--|-------------------|
| <b>a) Number Properties and Operations</b> | Strong Evidence   |
| <b>b) Measurement</b>                      | Strong Evidence   |
| <b>c) Geometry</b>                         | Moderate Evidence |
| <b>d) Data Analysis and Probability</b>    | Moderate Evidence |
| <b>e) Algebraic Thinking</b>               | Moderate Evidence |

**2) Addresses content-specific enduring understandings from the related Program of Studies standards.** Little or No Evidence

**3) Addresses content-specific skills and concepts from the related Program of Studies standards.** Moderate Evidence

**4) Content addressed is current, relevant and non-trivial** Moderate Evidence

**5) Provides opportunities for critical thinking/reasoning**

Little or No Evidence

**6) Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Geometry—While the book does touch on each of the concepts of geometry, there is little or no connection to the real-world. For example, the shapes could be applied to buildings or aerial pictures of the Earth so that students can search for shapes in the real-world. Additionally, the page on symmetry does not show real examples of how symmetry can be found in nature. There are a few drawings of animals like butterflies and fish, but the publisher could have used real pictures of living things.

Data Analysis and Probability—Most topics were covered. However, there was no evidence of students making line graphs. Did not see evidence of a lesson on mode (mean and median were present, but they are not expected to be taught in primary). Also, the book has little mention of technology and there was no mention of using technology to organize or display data.

Algebraic Thinking—The content in the algebra chapter (Chapter 14) is almost too advanced for primary. The students only need to solve simple number sentences and be able to describe the rules for functions. The chapter goes into order of operations and divisibility. There is no evidence of a lesson on input-output machines. Additionally, the entire book has very few lessons on patterns and all the patterns that were found were number patterns. The core content requires numerical and geometrical patterns.

**B. Functionality & Suitability**

Moderate Evidence

**1) Suitability**

Strong Evidence

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

**2) Content quality**

Strong Evidence

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community
- Interconnections among mathematical topics

**3) Connections to Literacy**

Moderate Evidence

- Employs a variety of reading levels and is grade/level appropriate
- Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- The text is engaging and facilitates learning
- Embedded activities enhance the understanding of the text

*Note: may apply to either student or teacher editions*

#### 4) Connections to Technology

**Moderate Evidence**

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data
- Embeds web links as a mathematics resource.

#### 5) Support for Diverse Learners

**Moderate Evidence**

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
- Challenge for gifted and talented students
- Support for students with learning difficulties

*Note: may apply to either student or teacher editions*

#### 6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

An attempt to meet the needs of diverse learners is made. The publisher incorporates ideas for some lessons on how to meet the needs of at-risk, on level, and above level learners. However, this is not done all lessons. The same is done for English Language Learners—some lessons have adaptations, but not all lessons. While vocabulary is highlighted in each lesson, it is not a focus of the lesson and there are no other literary connections evident. Connections to other subjects are not evident, except Writing. Many lessons ask students to write about what they've learned. Technology is limited to a test/worksheet generator CD and the fact that the book is on CD. A website address is given on the electronic edition, but without a hyperlink. Students might be able to use a text reader program even though there is little text to be read since most of the book contains practice problems.

### C. Supports Inquiry and Skill Development

**Moderate Evidence**

#### 1) Promotes Inquiry, research and Application of Learning

Little or No Evidence

- Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions, formulating authentic questions to deepen and extend mathematical reasoning.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

## 2) Skill Development

Strong Evidence

- Provides opportunities to make sense of all mathematics
- Provides opportunities to recognize, create, and extend patterns.
- Provides opportunities for critical thinking and reasoning.
- Provides opportunities to justify/prove responses.
- Provides opportunities to ask deeper questions.
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

## 3) Strengths, Weaknesses, Comments:

Skill-based program that provides a lot of practice problems for each lesson. In fact, there are so many problems with each lesson that it may be overwhelming to some below-level learners. Most problems are simply asking students to find an answer. There are very few inquiry-based or real-world problems addressed in the series.

## D. Supports Best Practices of Teaching and Learning

Moderate Evidence

### 1) Engages Students

Moderate Evidence

- Includes content geared to the needs, interests, and abilities of all students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

### 2) Uses Assessment to Inform Instruction

Moderate Evidence

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

## 3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

There are few activities for students that use experiments, simulations or real-life situations. Most of the series is directly related to skill-based assignments. There are pre-assessments and post-assessments for each chapter, a beginning-of-the-year assessment, and an end-of-the-year assessment. Assessments can be free-response or multiple choice. There is no evidence of open response items or KCCT-like questions.

## E. Has an Organization/ Format that Supports Learning and Teaching

Moderate Evidence

---

**1) Organizational Quality**

Moderate Evidence

- Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

---

**2) Essential Components (beyond student and teacher text)**

Moderate Evidence

- Items identified as essential components support the learning goals and concept coverage of the basal

---

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

While the chapters are organized and in a logical sequence, the student materials have too much type on a page. There are few pictures or graphics. The pages are consumed by practice problems and would be overwhelming to students who struggle in math. There are no manipulatives with the program.

---

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

**Moderate Evidence**

---

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving
- Provides opportunities for intervention.

---

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Few ancillary or gratis materials were evident. There were no manipulatives and very little technology.

---